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ABSTRACT

This guidebook is one in the Target Topic Series developed to highlight issues and concerns related to effective community education operation. It is intended for the community educator who is responsible for working with the community education program staff--both paid and volunteer. A pretest covers material discussed in the guidebook. The guidebook covers the four important aspects of staff development--recruitment, inservice, supervision, and recognition. Many specific suggestions and ideas for developing a well-trained, fully functioning staff are provided. A posttest repeats the pretest questions. A brief list of resources is included. (YLB)

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GUIDING THE PROGRAM STAFF

A GUIDEBOOK FOR WORKING WITH COMMUNITY EDUCATION PROGRAM PERSONNEL

TARGET TOPIC SERIES

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TARGET TOPIC SERIES

GUIDING THE PROGRAM STAFF

A GUIDEBOOK FOR WORKING WITH COMMUNITY EDUCATION PROGRAM PERSONNEL

SHERRILL SPARKS

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The Charles Stewart Mott Foundation

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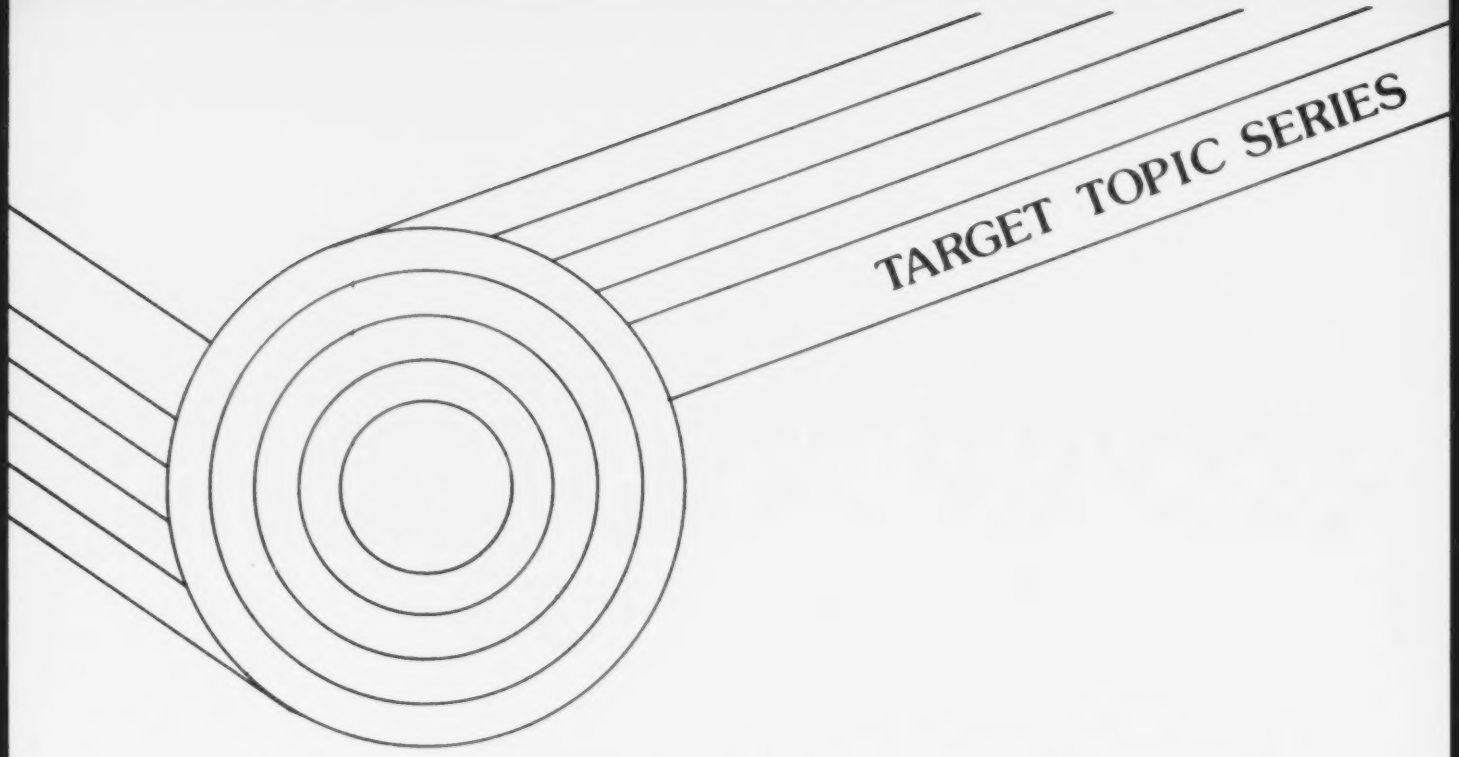

THE TARGET TOPIC SERIES

The Target Topic Series is a set of guidebooks developed for community educators and Community Education advisory council members. The guidebooks discuss many topics related to effective Community Education operation: Council Skills, Community Assessment, Planning, Public Relations, Finance, Programming, Legal Questions, Staff Development, Community Involvement, Coordination and Cooperation, and Evaluation.

The Target Topic Series is designed to highlight the skills or the issues that relate to each subject; and presents an overview which should be of value to the reader.

The Series was developed in response to an identified need for materials to aid and enrich the Community Education process in the state of Minnesota, particularly for areas that do not have ready access to inservice opportunities. The materials are applicable to Community Education programs throughout the country and are available for national distribution.

The Target Topic Service is written by staff members of the Community Education Center at the College of St. Thomas and by Community Education professionals in Minnesota. The series is distributed by the Community Education Center at the College of St. Thomas.

The interpretations and conclusions contained in this publication represent the views of the author and not necessarily those of the Mott Foundation, its trustees, or officers.

FOREWORD

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Most people in our communities know Community Education by the programs it provides for them. The programs--be they academic, enrichment, vocational or recreational--are not provided by a full-time tenured faculty but instead are provided by community members who have knowledge, skill or time to share with others.

The program staff should have all the support and help possible from the Community Education administrative staff in order that they feel adequately prepared to perform their duties and so that they have a feeling of truly being part of the Community Education family. Guiding the Program Staff has been written to help the community educator help the program staff person so he or she, in turn, can help the community. This guidebook should provide a framework for staff development and if the suggestions it contains are put into practice, the Community Education program personnel and the program itself should benefit.

More that 50 people contributed in some way to this guidebook. Many of them participated in a survey, the key results of which are found in the "What They Think" sections. I wish to thank the survey respondents as well as all the others for their suggestions, comments and diverse perspectives on these topics, the book is more complete than it could have been if it had been just a one-person task.

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INTRODUCTION

INTRODUCTION

"Since we cannot know all that is to be known of everything, we ought to know a little about everything."

--Blaise Pascal (1623-1662)
French mathematician and philosopher

This guidebook is for the community educator who is responsible for working with the Community Education program staff--both paid and volunteer. For purposes of clarification, program personnel are those people who volunteer or who are paid in some way to provide the specific courses, services and programs which make up the program component of Community Education.

The guidebook covers the four important aspects of staff development--recruitment, inservice, supervision and recognition. Many specific suggestions and ideas for developing a well-trained, fully functioning staff are provided.

Guiding the Program Staff is written to help you realize the very important role that program personnel play in the practice and perception of the Community Education program. It is also written to encourage you to develop specific plans for recruitment, inservice, supervision and recognition.

WHAT DO YOU KNOW?

(The following questions cover the material which is discussed in this guidebook. We suggest you answer them before reading the text. Your answers will point out your present level of knowledge and will make you aware of areas to which you should pay particular attention.)

1. How would you describe Community Education's role in the community to a prospective employee or participant.

2. What is the difference between formal and informal recruitment?

3. For what reasons do you recruit program employees?

4. How do you determine the feasibility of using a salaried instructor, contractor, or volunteer for a given program?

5. Where do you find program personnel?

6. What is involved in the interview process?

7. What might an employee application include?

8. What should be included in a contract?

9. What do community educators feel are the most effective methods of recruitment?

10. What do program employees say are the recruitment methods to which they are most apt to respond?

11. What is the purpose of inservice training?

12. What methods of inservice might be used in your district?

13. What do community educators say about the importance of inservice, what it includes, and how often it should be provided?

14. Why is supervision important?

15. What are five well-known methods of employee supervision and what are their components? How effective are they?

16. What are the four components of supervision?

17. What do employees want from supervision?

18. What are some key characteristics of a good supervisor?

19. Why is record keeping important?

20. What are the five steps in a performance review interview?

21. How do community educators rate themselves as supervisors?

22. How do program employees feel about the supervision they receive?

23. How might special recognition be given to part-time employees?

24. What forms of special recognition are most often used by Community Education professionals?

25. What do program employees say about the recognition (other than payment) that they receive for the tasks they perform?

A PREAMBLE:

BEGINNING AT THE BEGINNING

Community Education could be defined as a living library--an animate, experienced, compendium of knowledge. Just as new books and other materials are added to a library, so are new skills and knowledge brought to the Community Education program through the addition of the talents and shared experiences of those who work directly with the program participants.

The program personnel--teachers, facilitators, presenters, coaches, tour guides and all others who share in providing Community Education programs--are an essential part of Community Education. Without these people who actually deliver the services, facilitate the activities and teach the classes, Community Education could not function. The most organized administrative structure, the most talented professional staff and the best program ideas would be for naught without program personnel.

Because Community Education is dedicated to providing a fuller life for all community residents and because many of the opportunities for achieving a fuller life come through the acquisition of knowledge, it is critical that Community Education finds, or develops and uses talents of community members who are willing and able to share their knowledge with others.

The community educator plays somewhat the same role in relation to staff development as does the superintendent of schools or the dean of a college department. His or her responsibility includes seeing that positions are filled with qualified people and that these people receive the training and support they need to do their jobs well. Unlike superintendents and deans, however, the community educator must handle most of those responsibilities directly and without the help of a specialized staff.

The community educator must have skills in planning strategies for recruiting and hiring and in selecting the best candidate for the position. He or she must be able to provide inservice training to the successful job candidates and must be able to offer supportive supervision that will enhance the individual program and the growth of the individual staff person. In addition, the community educator must determine the rewards and recognition for program personnel which will not only thank them for their contribution but which also will encourage them to continue to serve the Community Education program.

This guidebook will discuss the four components of staff development--recruitment, inservice, supervision and recognition, and will present specific information to provide the community educator with the skills he or she will need in conducting a well-rounded staff development program.

RECRUITMENT

"If you have knowledge, let others light their candles at it."

--Thomas Fuller (1608-1661)
English divine

Recruitment of people to teach Community Education classes, present programs, conduct tours and run activities is one of the most serious duties in Community Education. These program personnel are the actual people who determine if the Community Education program is a success. These are also the people who represent Community Education to the class and activity participants and consequently to the community. Therefore, it is essential that careful attention be paid to the important task of recruiting the right person for the right position.

Many well-established programs have a core of teachers and other personnel who provide the faculty and staff for most of the classes and activities. In addition, well-established programs may believe that they must do little actual recruiting because instructors and volunteers come to them. However, all programs--including the well-established programs--need to develop specific recruitment plans in order that the best, the most qualified and the most enthusiastic person be selected for the proper position.

All recruiting efforts require some advance planning. Without a plan that outlines why you are recruiting, who you are recruiting, when you should recruit, and how you should recruit, your efforts will result in a hodge-podge of disorganization. The following questions provide a framework for developing a workable recruitment plan.

Why and For What Are You Recruiting?

The scope of Community Education presents almost limitless programming possibilities. Not only would it be impossible for the professional staff to meet all the programming needs, it is undesirable. Recruitment of community members to meet community needs promotes community ownership of a program funded, at least in part, by community tax dollars.

Some common reasons for beginning a search for program employees are:

1. You have a program need, but no instructor

2. You have an instructor but the program is so popular you need a back-up person in case the current instructor is unable to teach all the needed sessions

3. You have a specialized need for a tour guide, building supervisor, seminar presenter, workshop facilitator or program specialist

4. You have requests for new or expanded programs which require new personnel

After you have identified your personnel needs, you will need to determine the specific type of positions for which you are seeking the personnel. These include: course instruction, program supervision, provision of special events and program assistance within the Community Education office.

At this point in the development of your recruiting plan, you are ready to prepare job descriptions that match information about the specific program needs with information about the specific type of position. An often neglected beginning of the recruitment process is the clear definition of the task or job. It is difficult to attract (much less train or supervise) a person until the following questions are clearly answered: What are the goals and objectives that describe the job? How will the job fit into the whole program? What exactly would be the responsibilities of the person secured for this?

The answers to these questions will allow you to write clear and concise job descriptions, and the job descriptions will help you determine who you should be recruiting to fill each position.

Who Should You Be Recruiting?

The butcher, the baker, the candlestick maker, and many others, too. Even in a small community, and certainly in a large one, the wealth of hidden talent is amazing. Community educators whose eyes and ears are open will note the talents of all with whom she or he comes in contact. Frequently overlooked are people with whom we are most familiar:

* the hairdresser, cobbler, grocer and other businesspersons
* K-12 instructors (public, private and parochial)
* college and vo-tech instructors
* pastors, rabbis, priests, nuns
* the fourth generation farmer down the road
* Community Education advisory council members
* the neighbor who makes her own baby food
* your council member who does backstrap weaving
* your friend who makes maple syrup and harvests wild mushrooms
* the parent who has organized a successful babysitting co-op

These and many other area residents have knowledge that is of interest to other people. Unfortunately, many go forever without ever being asked if they would like to share their skills.

Community members with whom we may not be so familiar also are potential class teachers and program presenters. Some of these are:

* members of the Chamber of Commerce
* members of Rotary, Lions, Kiwanis and other service organizations
* policemen and firemen
* doctors, dentists and lawyers
* park and recreation department personnel
* elected officials
* city employees
* labor union leaders
* newspaper people
* Agriculture Extension agents and teachers
* librarians
* Social Security administrators
* Internal Revenue Service employees
* League of Women Voters members
* political candidates
* homemaker club members
* American Association of University Women members

Recruitment efforts will focus on individuals or types of people who have specific skills or interests to share. However, when discussing who we are looking for to fill a position, we must keep in mind that there are categories of program personnel that affect our search. Some personnel are salaried instructors, some are auxiliary staff hired under contract and some are volunteers. Each category is comprised of people with different expectations and different reasons for wanting to be part of Community Education.

Salaried Employees

Most program personnel in Community Education are paid for their work. For most people, the income from Community Education is a secondary source of income; most of the paid teachers and coaches hold full-time jobs and offer programs through Community Education for personal enrichment or as a diversion from their daily professional tasks. Most instructors agree that the money is not the main reason they are involved in Community Education.

Contracted Service Providers

Occasionally, it may be necessary--even desirable--to contract with an individual, agency, or organization to provide instruction, a seminar or a special event. This often means an increase in program costs, but it may also be the difference in offering or not offering a needed program because of inability to find salaried instructors or volunteers who have the needed skills.

A very important facet of Community Education is inter-agency cooperation. Contracting with other community agencies to co-sponsor programs and services through Community Education will increase programming potential, increase credibility of both programs within the community, and increase community utilization of programs and services.

Volunteers

Community Education may be a viable outlet for volunteer service to the community. Volunteers allow a program to do more with less: to provide reduced fees, to offer classes it might not afford, and to free dollars designated for salaries to meet other needs.

Many volunteers are purely altruistic and merely want to share their knowledge. Others are seeking experience which will help further their careers or prepare them for the job market. Some volunteers are people who are freed by their places of employment to do community work.

When Do You Recruit?

All the time. It is the practice of many organizations only to recruit when a need has arisen. A good community educator has his or her nose to the grindstone, ear to the ground, eyes glued to every piece of paper that passes the desk, and is constantly beating the pavement to recruit new talent for the program.

Community Education recruitment is on-going because new program options based on community needs and requests occur at least weekly and sometimes daily.

How Do You Recruit?

Because of the flexibility of Community Education, recruitment of teachers and other program personnel can take either of two forms: formal and informal. Formal recruitment is an intentional search for specific individuals to meet a need. Informal recruitment may best be defined as serendipitous or coincidental identification of a possible resource, instructor or volunteer.

Formal Recruitment

Formal recruitment is carefully planned and is generally conducted through a media message. A variety of methods, forms and materials can be used to elicit a response.

- An effective method for seeking program personnel is to include a request on each class evaluation form. Each class participant can offer to teach a class or can recommend someone to teach a class.

- School open houses provide an opportunity to solicit instructors and volunteers. A table which explains Community Education and has sign-up forms is often successful.

- A re-recruitment effort can be conducted by sending memos to current class instructors.

- Formal press releases can be sent to the local newspaper indicating a need for program personnel and asking the readers to contribute their skills.

- Flyers and letters can be sent to local agencies and businesses asking for instructors.

- School district personnel can be asked to provide specific classes through the in-house newsletter.

- Television stations will run spot announcements as part of their public service requirements and these announcements can be used to attract people to provide classes or programs.

- Need and resource assessments can be used to locate instructors and program volunteers. People who participate in surveys can indicate their own interest in teaching or working in some other capacity or they can recommend others to teach or volunteer.

Informal Recruitment

Informal methods of recruitment appear to be most favored by community educators and, likewise, seem to evoke the most response from potential recruits. These methods include saying the right thing to the right person and being in the right place at the right time.

Word-of-mouth is by far the most used and most effective informal method of recruitment. Course instructors usually pick their own substitutes and often select their successors. It isn't unusual for someone to call and say, "I'd like

to take an upholstery class, and I know someone who can teach it." Or, for someone to call and announce that a friend said Community Education is a great place to work and he or she would like to teach pottery, weaving or gymnastics.

Sometimes people seem to spring from the earth in answer to a need that is still only germinating in our minds. Maybe this is because we plant some seeds or suggestions, or because individuals are aware of needs that have not been pointed out to us.

Another informal method of recruitment is attendance at conventions, seminars, workshops and trade shows. Talk with presenters or people who display at booths. Many are delighted to put on seminars, one-evening courses, long courses, or provide tours of their companies. Generally they will agree not to actively solicit business for their company during the program. In return, they are permitted to distribute literature, and have their companies' names appear in the promotional literature.

The media offer many ideas for potential program personnel. Pay attention to the local evening "magazine" television programs, radio talk shows and interviews, and newspaper articles about persons with special skills, vocations, or hobbies. Clip interesting newspaper and magazine articles about similar people. Prepare a file on this information and contact the people as prospective presenters or teachers.

An often overlooked source of talent is the advisory council. Advisory council members are seldom if ever asked to teach a Community Education course or to actively help find instructors, volunteers, program supervisors and so on.

Selecting and Hiring Program Personnel

A recruitment plan which is well organized and carefully conducted should produce qualified and interested candidates for each position outlined in the total program plan and in the job descriptions. However, it is unwise to select or hire a candidate sight unseen. Although this happens all too often,--either because of busy schedules,

a tradition of allowing anyone to teach, or failure to see the value in interviewing someone whose commitment is for so few hours--efforts should be made to meet with each prospective employee or volunteer.

All new members of the Community Education program staff deserve the courtesy of an interview with the Community Education administrator. In addition, the interview provides needed information about the new employee or volunteer to the administrator.

The interview serves five purposes:

1. to make the new employee feel welcome and needed
2. to learn the background of the new employee and his or her goals in relation to the position
3. to discuss the responsibilities of the employee
4. to answer any questions and concerns
5. to describe payment procedures and to sign contracts, if needed

The interview is particularly important if inservices are not regularly scheduled. For example, if a major inservice is conducted only in the fall and personnel are added throughout the year, the interview is the only opportunity to explain the goals of Community Education and the policies and procedures that pertain to the new employee.

Before or during the interview, the new employee or volunteer should fill out an application form. The school district may use a standard application form or you may devise your own. The application form should include: name, social security number, address, phone(s), course title, and a place for signatures. You may also want to include questions about other skills and previous experience and may include a place to indicate references. Remember the applicants need not provide information on age, sex or marital status.

The interview is also the appropriate time to sign formal contracts between Community Education and the employee. A new contract is issued for each work period (quarter, semester or other) and should be completed in duplicate. One copy is retained by the employee and the other by the Community Education department. A sample contract is included below:

COMMUNITY EDUCATION/AGREEMENT

The Community Education Department of Independent School District #000 of the State of Minnesota enters into this agreement with _____, a qualified instructor, who agrees to teach/train/ supervise the following:

1. _____

which will commence on or about _____

and shall terminate on or about _____.

For this assignment you will be paid the sum of $_____.

This amount will be submitted to the Payroll Department on the pay date following the completion of your assignment.

You will receive your check by mail (unless other arrangements have been made) about 30 days following submission, if a signed Community Education Agreement is on file in the Community Education Office.

The above named also agrees to abide with all District and Community Education policies that govern the operation of District programs.

This assignment is not included as part of any contract with the District under M.S. 125.12. The Minnesota Tenure Law and performance of a regular teaching assignment is separate and apart from performance of this assignment.

_____ _____
Signature of Instructor Date

_____ _____
Signature of Community Education Director Date

PLEASE SUBMIT ONE SIGNED COPY OF THIS AGREEMENT TO THE COMMUNITY EDUCATION OFFICE

Recruitment: What TheyThink

A survey of Community Education directors, coordinators and program personnel was conducted as part of the research for this guidebook. Several of the 12 Community Education directors and coordinators interviewed indicated that they gained many useful programming ideas and a number of instructors by reviewing the Community Education brochures in neighboring districts and then contacting those programs. All said that the majority of their recruitment, including initial contact and interviewing, was conducted by phone. Very few used any formal method of recruitment (advertising, press releases and so on).

Of the 27 program employees contacted, 15 said they had approached Community Education with a suggestion of the course they would like to teach. All said they had been participants in other Community Education functions (tours, special events, classes, and so on) before and/or after they became involved as employees. Several of the 15 who initiated contact did so specifically because they had enjoyable experiences as participants and several others became involved as instructors because they had friends and relatives who were instructors.

Recruitment--the foundation of the Community Education program--appears to be the easiest of all the Community Education processes. The ease with which this happens seems to be directly proportionate to the amount of time a director or coordinator spends spreading the word about Community Education. There are many opportunities to convert a person who has skills to a person who shares skills, and a good community educator never misses a chance to enlist new talent.

INSERVICE

"Thoroughly to teach another is the best way to learn for yourself."

--Tryon Edwards (1809-1894)
American theologian and editor

People need to know they are not alone. That is one of the best services an inservice can provide. New instructors need to get together and have questions answered--questions that range from "When do I get paid?" to "Can the students smoke in class?" They also need an opportunity to meet their immediate supervisor and other Community Education personnel with whom they will come in contact, and they need to become familiar with the building. But most importantly, they need to be able to ask questions and hear answers to questions asked by other first-time instructors. Experienced Community Education teachers and other program personnel also need periodic inservice to get information about new policies and to visit and exchange ideas with other employees.

Inservice appears to be one area to which community educators rarely commit as much time as they should. This may be because they assume that if someone is interested enough to become involved in Community Education, he or she is already comfortable working with groups, communicates well, is organized, and--of course--knows about the philosophy and goals of the Community Education program. Obviously, this is seldom the case.

Inservice can be viewed as training that results in qualified and self-assured personnel. Participants at inservice sessions have the opportunity to "learn the ropes" and the inservice provides answers to questions before they

are asked and solutions to problems before they erupt. In-service can include: a presentation on the philosophy of Community Education; a discussion of policies, procedures and contracts; hints on how to conduct classes and relate to students; and the chance to build a feeling of community among the program personnel.

The Quarterly Inservice

While it is possible to provide inservice to new personnel each time an individual is hired, a better use of time is to set aside one evening before the beginning of classes each quarter to devote a general inservice for all new and continuing employees.

Each new employee or volunteer should be told of the importance of attending the inservice session. In addition, continuing employees should be informed of the value of their attendance.

Written announcements or invitations should be sent to all personnel. These announcements should encourage participation and should include an agenda for the session. If time permits, a follow-up phone call can be made to remind prospective participants of the session.

On the day or the evening of the inservice, the Community Education administrative staff should be present to welcome the participants. As the formal part of the session begins, the administrator who is conducting the inservice should offer a formal welcome and explain the agenda. If there are questions or concerns that are not covered in the agenda, these can be added at this time. Below is an outline of a typical inservice for new instructors.

A. Introductions

All new and continuing personnel should have the opportunity to get to know each other and to learn what role each person plays in the total program. Introductions should include more than a person's name and the class he or

she is teaching. Participants can describe their classes, explain how they decided to teach in Community Education, or can provide some interesting information about their personal backgrounds. Any type of get-acquainted exercise can be used--the main purpose is to break-the-ice, make people feel comfortable, and to remove some of the formality from a meeting which, of necessity, provides much serious information.

B. Overview of Community Education

For many people in the community, the only contact they have with Community Education is through class participation. Therefore, it is extremely important that all employees and volunteers know Community Education--the history, philosophy and how the concept is practiced. A short general presentation on Community Education can be given and it can be supplemented with a film that can be borrowed from a Community Education Center or State Department of Education. (To date, the best film is "To Touch A Child" produced by the Charles Stewart Mott Foundation.)

C. History and practice of Community Education in the district

Because, as mentioned above, the class instructors serve as ambassadors for the school district Community Education program, it is important that they know about the total program, not just the classes. The full program should be explained, including its relation to the school, the functions of the advisory council, how the Community Education process works in the district and what specialized and cooperative services Community Education provides.

1. Presenting a slide tape on the district Community Education program creates interest and introduces variety to the presentation. Materials can be distributed that will also help explain the Community Education program. These include the Community Education brochure, the annual report, the district calendar and the district newsletter.

D. Policies, Procedures and Rules

Teachers, activity leaders and volunteers in programs must know the policies, procedures and rules of the district as they pertain to Community Education. Not only must they abide by them but they must also see that their students and program participants abide by them. Some of the areas that should be covered are:

1. Responsibilities of the employee. These include procedures about class cancellation, finding substitutes, taking attendance, and submitting reports and evaluations

2. Rules about building use. These include which areas of the building can be used and which are off-limits, leaving classrooms as they were found, rules about smoking, duties of custodial help and all other rules of the district that apply.

3. Emergency procedures. These include what to do in case of fire, tornado warnings, power outages, accidents and illnesses. Cards or information sheets dealing with emergencies should be given to each employee and volunteer.

E. Relationship to Administrative Staff

The staff should be introduced and each person's role should be explained. The staff should explain any forms that will be required such as forms for equipment requests, forms to reserve facilities, forms for special services requests (custodial, kitchen and so on), and forms for getting materials duplicated for classes.

F. Building Tour

In order for the program personnel to have a feeling for the entire program, the inservice should include a tour of the building. Each participant should also be provided with a map of the building so he or she can direct class participants to the appropriate room.

G. Suggestions for Teaching

The most effective method for helping new teachers is to conduct a separate inservice on teaching. Realistically, this rarely happens so the quarterly inservice should include some tips to put the new teacher at ease.

One of the most common concerns expressed by new Community Education instructors and program supervisors is, "How do I get across what I know? I've never taught anything before." Time should be devoted to dispel some of the fear and to provide some knowledge about how adults learn.

People who have not previously taught, may have an image of classroom teaching left over from their student days. Such a system will not work with adults. Most Community Education class participants take course work voluntarily and are not part of a captive audience. Also, it should be pointed out that class participants come with different motives: some are serious academic students, some want to learn a hobby, some are seeking an escape and some are seeking companionship.

Perhaps the most helpful message that can be given to new teachers during an inservice is that their assignment is to share rather than to formally instruct. They are the experts; they have the information and class participants will respect them for their expertise. Because generally the students are adults they will be very likely to actively participate and share their experiences with class members. By encouraging participation, the teacher can relieve much of the burden of having to do everything alone.

Teachers and other program supervisors should be advised to draw up a formal class or program plan. By setting objectives for each class session and outlining methods to achieve the objective, much of the uncertainty will be overcome. The teacher or program supervisor merely has to follow his or her own plan and the course will run itself.

Instructors and others who work for the program should be provided with some hints on conducting the first session. Some of these could be: welcoming the students, introducing yourself, conducting get-acquainted exercises, and explaining the goals and objectives of the course. The first session is the time to clarify understanding; is the teacher planning to teach what the student is expecting to learn? If there is a discrepancy between the teacher's plan and the expectation of some participants, the teacher can modify his or her objectives to meet the expectations. If this is not possible, the student will be able to withdraw from the class rather than to keep coming in hopes that expectations will be served.

H. A Social Time

All the program personnel are part of the Community Education family but, because they work at different times, they have little opportunity to develop community feelings with each other. Each inservice should provide time for socializing over refreshments. The social time should be included as part of the agenda so inservice participants will view it as an integral part of the inservice.

The above outline and suggestions for the quarterly formal inservice program can be adapted to fit the individual needs of your program. Many Community Education programs prepare inservice manuals that can be used in conjunction with the inservice. These manuals cover the same topics as those presented above and may include examples of all the forms that are required. An additional value of a printed inservice manual is that it can be given to those employees who start their positions at a time other than the beginning of the quarter or regular teaching period.

Other Inservice Programs

A Community Education department that is sincerely interested in providing the very best and highest quality classes and activities for the community will plan on-going inservice activities. Periodic training sessions can be offered on a variety of subjects including how to teach, goal setting, group dynamics, time management and many others.

Too often in Community Education we expect our reputations to exist because of the numbers of classes and activities we offer and we quietly hope that the quality will be okay. Providing training that meets the needs of our personnel will help remove the uncertainty from the issue of how to insure having a quality program and, at the same time, will create self-assurance and positive feelings on the part of our employees.

Inservice: What They Think

Nearly all of the 12 Community Education directors and coordinators interviewed agreed that the number one fear of new instructors is "I can't do it." They find over and over that new people have a fear of speaking in front of a group and a fear that they won't be able to communicate their knowledge to the participants.

Very few of these districts provide inservice for new instructors and only one provides a yearly inservice for all Community Education program staff. For the most part, the reasons given were a lack of time or no need was seen. The districts which do provide inservice for new instructors tend to work with them individually. All community educators expressed a willingness to answer new employees' questions and to provide assistance if the employee was uncomfortable or unsure how to proceed.

For the most part, program employees interviewed seemed unsure of the nature of inservice. Most felt that their initial questions had been well answered; some said that they would have liked to meet other new employees so that they could be assured that they were not the only ones who needed answers to basic questions, and also meet some experienced instructors who might be able to offer suggestions or reassurance. Very few knew that there were organizations beyond

their local Community Education departments, (state and national Community Education associations); more than half had not met anyone in the department other than the person who hired them; and several suggested that a yearly gathering of regular and auxiliary staff "would be fun."

Whether paid or volunteer, part-time or full-time all new employees need to be assured that they have all the information they need to approach their new position with assurance and pride. Adequate inservice can alleviate the need for correctional measures later in the program.

SUPERVISION

Supervision is difficult to define, possibly because of the negative connotations ascribed to it. Many of the "supervised" see the relationship between themselves and their supervisors, not as one of coordinated effort and positive forward direction, but as one of conflict and struggle in which they are constantly the losers and the supervisors are constantly the winners.

Interestingly, many supervisors are just as uncomfortable in their roles as are the supervised employees. They fear that criticizing an employee's performance will make the employee even less productive or that the employee may feel spied upon. While some supervisors are apprehensive about their supervisory roles, others feel it is not worth their time or is unnecessary.

Actually, supervision might best be described as leadership. Rather than spy, taskmaster, or slave driver, a supervisor is a guide, helper, teacher and possibly even a mentor. This view of supervision is particularly important in a system in which people are employed on a part-time basis or who volunteer for part-time work. Adequate supervision is just as essential in a program staffed by many people who work only a few hours a week as it is in a system in which fewer employees work a full schedule. In fact, carefully conducted supervision may be more essential for Community Education program personnel because the programs lack the constancy of regular employees and the control that is part of such constancy.

Devising a supervision plan to meet the needs of the Community Education program and the individual needs of the employees and volunteers requires careful thought and much skill. Because of the unique nature of the Community

Education program employment system--paid and unpaid employees, teachers, speakers, presenters, facilitators, coaches and program supervisors--no single method of supervision will work for all people. However, because the quality of the program depends on the quality of the staff, and because effective supervision plays a large part in developing quality, it is critical that a flexible supervision plan be established.

Types of Supervision

Several different methods of supervision are employed by agencies, organizations and businesses. None of these are strictly applicable to the Community Education situation, but some parts of each can be used in determining a flexible supervision plan.

The laissez faire (let things be) method of supervision appears, on the surface, to be that most commonly used in Community Education. However, this is not the case. The organization that decides to use laissez faire supervision does so consciously. This decision is based on the belief that people are self-motivating, self-monitoring and sufficiently skilled to perform their jobs well. A Community Education program that determines not to supervise, generally is not making a decision based on faith in the employees but rather is making the determination out of lack of interest or fear of the supervision process.

A laissez faire approach works well with some employees, particularly those that are creative and self-disciplined. However, if you determine to use this approach with certain employees, they should be informed that this is your plan. If they are not informed, they may think that you don't care and consequently they may also think that the quality of their performance doesn't matter. If you intend to use a laissez faire approach with certain teachers, let them know that you are interested and available to help them whenever they want.

The "Gotcha" approach to supervision serves no purpose in a system in which employees determine their own objectives. Rarely is judgmental overseeing done in Community Education. No supervisor in Community Education is interested in catching someone doing a poor job; rather, the supervisor is interested in helping people perform their responsibilities

as well as they can. The "Gotcha!" method implies observation of performance and this part of the method does have application for Community Education. By observing a teacher or other employees as they perform their duties, the supervisor can determine positive suggestions that could benefit the employee.

Some organizations operate with a Carrot and Stick approach to supervision. This approach is based on the fable in which a donkey is more motivated by the idea of receiving a carrot than by being beaten with stick. The carrot-and-stick supervision approach is based on a system of rewards and punishments and is (or should be) relatively obsolete. The benefit of knowing of this type of supervision is to recognize that people are more motivated by rewards than by criticism. In Community Education, the only punishment that is possible is to not rehire an individual (with the exception being, of course, if the employee does something illegal or immoral). Rewards, on the other hand are plentiful and in addition to money they include praise, opportunities for training, friendship, and community recognition.

A management by objectives (MBO) method of supervision has some small application to program staff supervision in Community Education. Although devised for multi-level business organizations in which each person's objectives are part of the total goal structure, Community Education can initiate an over-all plan by which the individual objectives of individual instructors comply with the objectives of the total program.

Management by objectives provides a relatively easy way for individuals to rate their own performance against objectives that have been mutually determined by the supervisor and the individual. The individual employee's objectives can also be used as a measure when formal evaluations are conducted.

A system of supervision which includes high respect between the supervisor and the supervisee and a democratic method of management is the transactional analysis model of supervision. This approach is an individualistic approach and allows freedom as long as both parties that are interacting are "OK". Much of this method of supervision is applicable for Community Education to the extent that each employee will be respected for his or her efforts and capabilities.

Supervision for Community Education

Formal supervision is, at best, difficult to implement when dealing with part-time employees and volunteers in a Community Education program. These employees have a vast variety of vocational and avocation skills, interests and talents which they have chosen to share with members of their communities. They also have varied educational backgrounds. Supervising this group of greatly differentiated people provides constant challenges and nearly limitless opportunities for pursuing creative solutions to questions and problems that arise daily.

Before we can establish a supervision plan, we need to consider the reasons why we want or need to provide supervision and also what our employees want or expect from supervision. While we can learn much from the supervision methods that are employed in industry, we need to gear our plan to the specific needs both of the Community Education program and the employees themselves.

In Community Education we need to be certain that individual goals and objectives are consistent with the program, that adequate training and monitoring are provided and that a system for evaluation is implemented. The employee needs help and training to do his or her job, a system of feedback about performance, and access to open communication.

The specific areas of supervision for Community Education program personnel include:

* helping to establish goals and objectives
* inservicing on rules and procedures
* training to improve skills
* establishing open communication
* monitoring of performance
* maintaining records
* providing evaluation

In order to perform adequately in these areas the supervisor should be aware of the needs of employees in relation to supervision. If these needs are overlooked, even the most organized and consistent supervision plan will be met with resistance and thus will be ineffective. The six needs of Community Education employees, both paid and volunteer are:

1. The need for recognition. People want to be given credit when a job is well done, and they want recognition not only for the extra or creative job, but for doing their work-a-day tasks.

2. The desire for security. People want security beyond the givens of pay, contract, tenure or other tangibles which provide for their livelihood. Employees want to be secure--that is, free from uncertainty and the unknowns in their job. They need to know what is expected of them in terms of their performance, they need specific goals and objectives, and they need to know the purposes of supervision and on what criteria they are being evaluated.

3. The need for inclusion. People want to know what is going on, they want to feel a part of the total process, and they want to be included (to the level of their rights and abilities) in the decision-making process. Employees need a forum for communication--they want to hear and they want to be heard.

4. The need for personal development. Many of us want the opportunity to develop and grow professionally. People want the chance to get ahead, to improve their status, and often, to take on more responsibility which will enhance growth.

5. The need for knowledge. People want to learn and enlarge their job skills, both for advancement and to remove areas of uncertainty and frustration from their lives.

6. The expectation of effective supervision. People will accept supervision from someone who knows what he or she is doing, who keeps promises, and who is both an accepter and a motivator.

Characteristics of a Good Supervisor

In times of mounting paranoia about the security of any job, it is especially important for a supervisor to possess conceptual, technical and communication skills. These are the mark of the new supervisor-leader. These qualities inspire confidence and trust and connote security within the parameter of a program which relies on part-time personnel to build and maintain a stable program. With these skills, the supervisor can motivate program personnel and control the program direction. In turn, the program employee is more likely to accept supervision from a person who possesses the qualities of leadership than from one who functions in the role of dictator.

A management through leadership approach engenders mutual respect and ample opportunity for creativity and personal growth by the employee. By comparing both sides of the following chart developed by Kimball Wiles (Dilemma of a Status Leader, 1969) it should be apparent that the list on the left are methods designed to discourage motivation whereas the list on the right are leadership methods that will produce an environment for learning and cooperation.

The supervisor can't	But the supervisor must
Be aggressive	Be alert and eager
Sell ideas	Have many creative ideas
Dominate	Keep things moving
Control	Supply help as needed
Force programs	Ensure development
Question what is being done	Get people to evaluate programs
Threaten	Challenge
Accept a mediocre program	Support people who need help

The enlightened supervisor who operates with a management through leadership approach will avoid the negative methods and will adopt the positive approaches suggested in the chart.

The Community Education supervisor will be effective if he or she has the following traits and uses them when dealing with all employees. The supervisor should be:

* Trustworthy

  Reliability is a cornerstone when constructing the framework of any program. A supervisor who can be trusted to handle program details and employee relations with skill will increase the credibility of the program and earn the confidence of program employees.

* Loyal

  Loyalty, not only to the program and to other professional staff members, but also to the program employees whose status sometimes causes confusion, will solidify or increase productivity through a pervasive sense of security.

* Principled

  A deep commitment to the philosophy and goals of life-long learning opportunities and a respect for the worth of the individuals who give their time and talents to make this philosophy a reality is rewarded with mutual respect and a feeling of team spirit.

* Accessible

  A supervisor who is approachable and open to suggestions, ideas, and alternatives will gain the confidence of the program's employees. The feelings, wishes, and needs expressed by these employees are a barometric indication of the directional changes in a community and a supervisor's open ear will hear and respond to changes.

* Flexible

Adaptibility is inherent in the structure of a Community Education program. As needs change the programs change, and the supervisor must be able to change to meet employees' new needs. Just as a well-made suit is "tailored to fit", so is a Community Education program constructed to meet new needs. A flexible supervisor encourages creative solutions to meet these changing needs.

* Communicative

Communication could easily be the umbrella under which gather all the other supervisory skills. A communicative supervisor knows the difference between dialogue and monologue, discussion and debate. A thorough discussion of ideas, problems, alternatives, goals, and the employee's needs will cement a strong cooperative bond between a supervisor and employee and will reinforce for the employee a feeling of significance within the program.

* Consistent

A congruous and constant behavior by a supervisor is a necessary foundation which must be established before flexibility can be appreciated or effective. Certain ground rules for employee effectiveness must be agreed upon and adhered to in order to insure the success of the entire Community Education program. Employees appreciate the security of consistent behavior.

* Inspirational

Motivation can be one of the most enjoyable aspects of a supervisor's role. The ability to infuse new spirit into a dying program or to guide a discouraged employee toward success inspires a continued or new willingness on the part of other employees to attempt new or alternative methods in their own programs.

* Creative

Creativity is the key to continual productivity. A creative supervisor is always looking for an original method for solving programming problems and for new and more effective ways of dealing with employees. A creative supervisor encourages individuality, imagination and originality in employees.

Organizing the Supervision Plan

We now know the importance of supervision, the components of supervision, the supervisory needs of employees and the characteristics of good supervisors. All that remains is to develop a supervisory plan which includes the system and methods that will result in a well-functioning, well-documented program staffed by motivated and supportive employees.

Because much of supervision is situational and depends on handling needs and problems as they arise, a supervision plan cannot be chronologically outlined. However, there are required times when certain supervisory tasks should be conducted and there are recommended times when other tasks should be handled. The following plan is organized around four components of supervision: training, monitoring, communicating and evaluating.

Training

Training includes everything that will increase the skills, knowledge and performance of the employee. The training may be formal--presented at inservice sessions--or may be informal--suggestions that are offered "on-the-spot" or that occur in meetings with the Community Education supervisor.

The initial interview with the new employee provides the first training. During this meeting, the employee receives his or her job description, learns how the program works and obtains help in developing goals and objectives.

The quarterly inservice sessions provide formal training in the Community Education concept, rules and procedures of the program, and in methods for teaching. Each additional inservice which is provided adds to the skills of the employee. These special inservice sessions can be planned around identified interests of the program personnel.

Employees should be encouraged to seek outside training that will enhance their job performances. The supervisor often receives many mailings advertising training programs.

In addition, the local newspapers includes many notices of programs that my benefit the employee such as group dynamics and assertiveness training courses. Community Education Centers often offer training on specific subjects and, in addition, will provide on-site training for Community Education employees.

Informal training can be provided either by the supervisor or by fellow employees. The observant supervisor will be able to pick up areas in which the employee needs help. He or she can offer suggestions or can locate materials that will provide help in the problem area. The employee should be assured that one of the responsibilities of the supervisor is to provide training. This assurance will make it comfortable for the employee to seek out the supervisor for help.

Adults learn best from sharing with other adults. The supervisor should see that opportunities are provided for program personnel to meet together to share concerns and problems. Staff meetings and inservices should include a time for employees to discuss their successes and their problems.

Monitoring

Monitoring is important both for obtaining information about what training is needed and for gathering information which can be used to make the evaluation process effective. Monitoring is the sticky part of supervision and must be handled with extreme care. Each employee needs to know the purpose of the monitoring system and needs to believe that the purpose of monitoring (for the most part) is to provide help to the employee in the practice of his or her job. It must be stressed that monitoring is not snooping or part of a "Gotcha" system of supervision but rather is a positive approach to ensure an effective Community Education program.

Monitoring has three components: seeing that the program runs smoothly, observing the employees as they carry our their jobs, and keeping records both as part of the accountability requirement and to provide documentation which can be used during evaluation.

The supervisor needs to make sure that the employee will show up for work, that he or she is prepared, and that all equipment and supplies are available. Much of this

aspect of supervision works with little effort. If the guidelines have been explained to employees, they will, for the most part, follow the procedures for calling in when ill and for finding substitutes. The most orderly method for seeing that the program will be staffed and will start on time is for the employee to call the supervisor if there are any problems. Similarly, if there are any changes that affect employees--the building being closed, a change in hours, or a cancelled class--the supervisor should initiate the call to the instructor.

It is important that a supervisor view the employee in action. This will provide the supervisor with an idea of the employee's techniques and allows the employee a chance to discuss these techniques, or other facets of the program, with the supervisor. As a matter of courtesy, it is not a good idea to "drop in" unannounced. A simple call to the employee to indicate that you would like to attend (or that you are planning to attend) their next session would be in order. Some Community Education administrators have established such good rapport with their instructors and other personnel that they are welcome to stop at any time. However, because individual personalities vary, it is important to check with instructors even with a system of good rapport.

An observation should be done as unobtrusively as possible; instructors have good reason to be annoyed if the class is disrupted by the presence of the supervisor. If the supervisor takes notes, the person who is being observed should be informed prior to the observation that this is part of monitoring and should be told for what the notes will be used.

If the observation reveals some information which would be helpful to the employee, the supervisor should share this promptly, rather than waiting for a quarterly or yearly review. While monitoring stands alone as a function of supervision, it is closely tied to the training aspect of supervision. Any insights that will help the employee perform his or her work more effectively should be shared with the employee.

Record keeping is the third component of monitoring. When an employee is hired for either paid or volunteer work,

a file should be set up. The original material in the file includes a copy of the individual's application form, the signed contract, and notes from the initial interview. Other information should be added as it becomes available.

The files should include course outlines, course descriptions, originals of any handouts provided by the employee and the names of substitutes for the course. Other materials to be included are notes taken during observation sessions and summaries of any past evaluations (assuming that the employee is continuing and not new).

All comments on the program--both positive and negative--by class participants or others should be written and included in the file as well as the summarized evaluations of the instructor that are completed by class participants at the end of the class or session. Should there be any complaints about the employee or the program he or she is responsible for, copies of the complaints should be added to file along with documentation of how the situation was handled by the supervisor.

If it appears that a particular instructor is not performing in a manner that would assure rehiring, it is especially important to prepare thorough documentation. It is much easier to fire (or not rehire) an employee if dated and signed complaints are in the employee's file. Other documentation needed to support firing includes notes of meetings with the employee, dates on which the employee was apprised of his or her deficiency and a report on changed or continued performance after the warning was issued.

It should be apparent that monitoring is extremely important. It provides for the continuity of the program, aids in planning future programs, provides information that will enhance the skills of the employee and provides the needed data for evaluation.

Communicating

Communicating, the third component of supervision is not as concrete as the other three components, however it is every bit as important. Good programs are built through effective communications systems. Creative and content employees are developed through an effective communications system.

Teamwork and positive attitudes can only happen if there is continual, open, two-way communication. The way to develop this type of communication is easy enough to learn; however, for many people, it is difficult to put into practice. Quite often people who are responsible for the success of a program take their responsibilities so seriously, that they are unwilling to give up some of the power as is required for open, two-way communication. However, if we recall the characteristics of the good supervisor (page 30) and the employee's expectations from supervision (page 29) it is obvious that no other system will be effective for motivating and encouraging employees.

The only way to have a continual, open, two-way communication system is to decide to have it and then to act on the decision. Employees need to be told, and shown by example, that the supervisor is available, and ready and willing to listen. The supervisor must be accessible and should operate with an "open door" policy.

Some examples of open communication have been discussed in the sections on training and monitoring. These include answering all questions posed by the employee during an interview, providing time for questions, answers and suggestions during inservice sessions and discussing the results of observations with the instructor.

Supervisors can take positive steps to ensure that good communication exists. They can arrange meetings with employees away from their offices in order to equalize status. They can seek out the employee for a conversation rather than waiting for the employee to come to them. They can refuse to be influenced by rumor but can check out any rumors with the employees concerned. They can provide opportunities for employees to interact with each other so that each person has the best information possible.

Perhaps most of all, the supervisor can work at being friendly and concerned. And, he or she, can try to spend as much time listening as he or she spends talking.

Evaluating

Evaluation is another potentially sticky part of supervision. However, if handled properly, evaluation can be an excellent source of information for the Community Education program and a fine teaching and helping tool for the employee.

In Community Education we evaluate both programs and employees. Program evaluation is beyond the scope of this guidebook, but employee evaluation as part of the supervisory system is a subject for our attention.

Generally, the evaluation of employees is of three kinds: evaluation by the program participants, self-evaluation and supervisor evaluation.

- Program Participant Evaluation

  At the close of each quarter (or each session if they are different) class and program participants have the chance to fill out a form that evaluates the course and the instructor. The intent of these forms is not just to find out if people liked the class, although that, too, is important information. The evaluation form should be devised in such a way that participants can easily provide feedback on the instructor's teaching style and methods and can offer concrete suggestions that will help the instructor the next time around.

- Self-evaluation

  Because the employee established his or her own goals and objectives, he or she is well equipped to determine how well the goals and objectives were met. Most of us tend to be more critical of ourselves than of others, and a self-evaluation by an employee may be more motivating than an evaluation by someone else.

  Each employee should be asked to present a check-off sheet indicating which objectives were completed successfully, which were partially completed, and which were unsuccessful. Comments on reasons why certain objectives were effective and other were ineffective should be included on the sheet.

  A self-evaluation form can be prepared by the supervisor to be filled out by the employee. On this form the employee can rate his or her performance against a mutually agreed upon standard.

- Supervisor-evaluation

If the preceeding steps have been followed, there remains little paper work at this point for the supervisor to complete. The supervisor's evaluation report will be written after reading the evaluations from both the participants and the employee and after conducting a formal performance review. Separate performance reviews are an ideal and many supervisors do not have the time to conduct reviews with each instructor. However, it is important to know this non-confronting method of evaluation.

If a performance review is not conducted, the supervisor should, at a minimum, meet with those instructors who did not perform up to their own or the supervisor's expectations. If the problems are slight, the supervisor may be able to provide helpful suggestions to reduce anxiety and to provide solutions to the problems. If the employee is to be terminated, the previously collected documentation will serve to ease this dreaded task.

For those employees who have performed well and who indicate no problems, it may be only necessary to thank them, talk about the next sessions and then write the summary evaluation report for the files.

- The Performance Review

A performance review looks as much at future performance as it does at past performance. This system, which is used extensively in business, can be easily adapted for use in Community Education. A supervisor can choose to use the system with all program personnel, with those who seem to need the most help, or selectively on a rotating basis so that a certain percentage of the employees each quarter receive a review.

Before any performance review system is put into practice, all employees need to know that this is the system that will be used and they need to know what it entails. The steps of a performance review interview are:

1. Establish the agenda. The supervisor sets the time and tells the employee that the agenda will cover past and future performance. He or she invites the employee to add any items to the agenda. (The supervisor will determine the order in which the agenda proceeds)

2. The supervisor asks the employee to submit a list of responsibilities. The supervisor adds any responsibilities which may be missing from the list.

3. The employee evaluates his or her performance in each of the areas of responsibility. This verbal evaluation provides understanding about how the employee feels he or she is doing.

4. The supervisor supplements or corrects the employee's evaluation with reality based, objective data. He or she gives descriptive and specific feedback (not evaluative or judgmental). At this point in the meeting, the supervisor also states appreciation for jobs that have been adequately or exceptionally done.

5. The supervisor and the employee select one problem or deficiency for improvement. Together they develop a goal that will serve to overcome the problem or deficiency and the employee, with help from the supervisor, develops an "improvement plan". A specific timeline for the plan is agreed upon, and the date for a future meeting is set.

Final Thoughts

A good supervision plan, carefully designed and thoughtfully executed, can change a mediocre program into a finely tuned, fully functioning program that not only serves the community needs, but that serves them fully. Again we should remember that knowing how to supervise is worth little unless we continually practice what we know.

Supervision: What They Think

In phone interviews conducted with 12 Minnesota community educators from large and small, urban and rural programs, it was the consensus of these professional program administrators that their supervisory skills were good, that they were comfortable in their roles as supervisors, but that on-going supervision was less likely than problem-solving supervision because of the time involved in maintaining constant supervision of large numbers of program employees. They agreed that personal contact was the most preferable supervisory method, but that phone contact was a close second. Nearly all try to observe program personnel performing their tasks, especially if the employee is new to the Community Education program.

The majority of the 27 Community Education program employees questioned indicated that, not only were they not uncomfortable or threatened by appearances by Community Education professional staff while they were teaching, they welcomed the visits as an indication that the supervisors were really interested in their performance and in the program as a whole. Several said that they were glad to have the professional staff know exactly what they were doing so that when questions or ideas arose lengthy explanations of current procedure were unnecessary.

The professional staff indicated that, even when the professional relationship was long-standing (and in some cases, even if the instructor was a personal friend), courtesy and professionalism demands that a teacher be notified before the supervisor "drops in" on a class in session.

Supervision--loved by few, feared by many, misunderstood by most--can and should be enriching for both the supervisor and employee. This can happen through an enlightened approach in which communication, respect, and creativity are encouraged and displayed by all concerned.

RECOGNITION

"There is not a person we employ who does not, like ourselves, desire recognition, praise, gentleness, forbearance, patience."

--Henry Ward Beecher (1813-1887)
American clergyman

Praise, words of appreciation, personal attention and other forms of recognition are in short supply in the work place and probably are in even shorter supply for Community Education program personnel. Some programs occasionally have a "recognition" luncheon or program. For the most part, the part-time employees and volunteers enter the building, do their job, collect their paycheck (if there is one) and go on their way, almost unnoticed and certainly, seemingly unappreciated.

It's a wonder that people keep coming back. Certainly it is not the pay (supplemental, at best) or the altruistic feelings of the individuals that cause them to continue. We can speculate that the reputation of Community Education itself serves as a motivator and that people want to be a part of this concept that serves the community so well.

Just as we need formal plans for recruiting, training and supervising, so too do we need formal plans for recognizing the good and important work done by the program personnel--the people that bring Community Education to the people.

There are many ways to provide recognition; some are easy and some require some work. The listing below contains ideas for providing recognition and some comments on how to implement them. Obviously, no Community Education program will use all of them, but certain ones should be added as a matter of course and many of the others should be included in the formal recognition plan.

- If we follow the previous three plans for working with program personnel, certain kinds of recognition will occur as part of the process of implementing these plans. The private interviews before hiring, the chance to be introduced at the inservice and the special attention paid by the supervisor will all add to the employee's feeling of being recognized and appreciated.

- Much of recognition is merely remembering good manners. A simple "thank you" is often as effective as a thousand words. Remembering to stop and say, "I really appreciate what you are doing" can create immeasurable good feeling.

- When time is taken to get to know the employee, added possibilities for recognition can result. Personal things can be remembered and recorded--birthdays, names of family members, special interests and so on--and when reference is made to this personal information, the employee will believe that the supervisor or staff person really cares and really views him or her as an individual, and not just as another instructor.

- Recognition and a sense of being an integral part of the Community Education family can be imparted by inviting the program personnel to advisory council and staff meetings and by asking them to train new employees, volunteer to help with special events, consult in their area of speciality, or act as a "big brother" or "big sister" to a new employee.

- Employees can be given the opportunity to take part in conferences and workshops, and they can be provided with scholarships to participate in other Community Education classes and programs.

- All compliments and positive comments should be passed on to the employee. It is important to send copies of all letters received praising a course or an instructor to that person. A letter of praise from a participant is one of the best reinforcements an instructor can receive, and it does very little good if it sits in a file in the Community Education office. All verbal praise should be passed on. Because many employees develop their own files of positive comments and recommendations, it is a good idea to ask the pleased class participant, to write the compliment and send it to the instructor.

- Formal publicity that presents the employee's accomplishments to the community is extremely effective. A bulletin board with pictures and descriptions of instructors and other program personnel will catch the eye of class participants, school staff and visitors to the building.

  A feature article on program personnel submitted to the local paper will serve many purposes: it will provide recognition for the employees, it will advertise the classes and will provide publicity for the total Community Education program.

  The Community Education or school district newsletter can feature members of the program staff. Selecting the employee or volunteer "of the month" and printing his or her picture in the newsletter will provide recognition and will draw attention to the program.

- If possible reimburse volunteers for travel or other expenses. Volunteers should also be informed of tax deductions they can take in relation to their work for Community Education.

- At the end of each quarter (or session) the employee should be thanked verbally and a letter of appreciation should be sent from the Community Education department.

- A recognition banquet, luncheon, or potluck supper is an excellent way to thank the program personnel. In addition to the employees, school administrators and community people can be invited to share in showing appreciation to the program staff. The recognition celebration can be a social event with a guest speaker and an award ceremony. At this time, it is appropriate to present each employee and volunteers with a certificate of appreciation signed by the Community Education director.

Recognizing the hours of work and the talents of community people who offer the classes and oversee the programs of Community Education is one of the most important responsibilities of the community educator. Satisfied teachers, facilitators, tour directors, activity supervisors and coaches who feel apreciated and important to the Community Education program will sell Community Education to the community and will return time and again to share their knowledge and skills.

Recognition: What They Think

It is a sad commentary on employer/employee relationships that only three of the 12 community educators interviewed reported that they provided any recognition other than payment for the services of program employees. As one community educator said, "I'd like to, but there just isn't time." All except one (who said that payment should be enough) felt that more should be done, and several indicated that they might do more if they knew what to do. Suggestions offered by those who do recognize their auxiliary staff included:

* certificates
* photographs and articles in local newspapers
* displays of work in banks, library, city hall, etc.
* appreciation luncheon
* awards (especially for student-aged staff)

Even sadder is the fact that all but two of the 27 auxiliary employees interviewed stated that they did not feel they received the recognition they would like. Several said that they knew they were appreciated, but that it would be nice to be told that they were doing a good job. All, however, agreed that they enjoyed participating in Community Education and intended to continue.

It follows that having had a satisfying experience with Community Education (and armed with documentation of that experience which can be used in seeking further employment, academic credit, or additional volunteer opportunities) the program employee becomes an ambassador for Community Education--both the program and the concept. As in business, a satisfied customer is a happy customer, and a happy customer is one who will return again and again. Even if the person leaves Community Education to pursue other opportunities, good will and pleasant memories remain. On the other hand, a negative experience can sour a previously enthusiastic worker, possibly permanently.

Constant turnover of program personnel and the need to invest in constant recruitment efforts and initial orientation is both very expensive and an inefficient way to run a program. Through an effort to motivate, encourage, and recognize the efforts of these people, we may be able to sustain their participation and enthusiasm until it is time for them to meet other challenges.

Guiding the Program Staff

"The larger the island of knowledge, the longer the shoreline of wonder."

Ralph Sockman
Now To Live!

Guiding the program staff, like Community Education itself, is a dynamic and continuous process. The committed community educator must be ever aware of potential recruits who can provide program leadership. The truly skilled community educator will provide constant inservice training so that his or her program staff has the necessary skills and knowledge to do an effective job. The caring community educator will develop and implement a staff supervision plan which will encourage continual growth among the program staff. The successful community educator will consistently provide recognition to his or her program staff, thus assuring the program staff that they are important and at the same time building community within the Community Education program. And, after all, isn't building community what it's all about?

WHAT DO YOU KNOW NOW?

(The questions at the beginning of the guidebook are repeated below. Now that you have read and studied the materials, you may wish to go back over the questions again to check your knowledge and understanding of the main ideas contained in the guidebook.)

1. How would you describe Community Education's role in the community to a prospective employee or participant.

2. What is the difference between formal and informal recruitment?

3. For what reasons do you recruit program employees?

4. How do you determine the feasibility of using a salaried instructor, contractor, or volunteer for a given program?

5. Where do you find program personnel?

6. What is involved in the interview process?

7. What might an employee application include?

8. What should be included in a contract?

9. What do community educators feel are the most effective methods of recruitment?

10. What do program employees say are the recruitment methods to which they are most apt to respond?

11. What is the purpose of inservice training?

12. What methods of inservice might be used in your district?

13. What do community educators say about the importance of inservice, what it includes, and how often it should be provided?

14. Why is supervision important?

15. What are five well-known methods of employee supervision and what are their components? How effective are they?

16. What are the four components of supervision?

17. What do employees want from supervision?

18. What are some key characteristics of a good supervisor?

19. Why is record keeping important?

20. What are the five steps in a performance review interview?

21. How do community educators rate themselves as supervisors?

22. How do program employees feel about the supervision they receive?

23. How might special recognition be given to part-time employees?

24. What forms of special recognition are most often used by Community Education professionals?

25. What do program employees say about the recognition (other than payment) that they receive for the tasks they perform?

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